
GCSE
HISTORY
8145/1A/B

Paper 1 Section A/B: Germany, 1890–1945: Democracy and dictatorship

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about Nazi youth groups?

Explain your answer based on what it says in **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, the interpretations differ about the propaganda and brainwashing young people faced in the Hitler Youth. In Interpretation A it says there was no political indoctrination but in Interpretation B it says she was attracted by the ideas of National Socialism and all the things that Hitler promised.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, the interpretations differ because it says in Interpretation A that my parents did not mind me joining the Hitler Youth but in Interpretation B it says she joined secretly. Her parents did not allow her to join.</p>	
	Students either submit no evidence or fail to address the question	0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Nazi youth groups?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Analyse why interpretations differ (AO4c)

Level 2:

Developed answer analyses provenance of interpretation to explain reasons for differences

3–4

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, the interpretations differ because the authors' parents have different attitudes to the Nazis. The author of Interpretation A was aware because he worked in it that his father's business depended on having good relations with the Nazi Party. The author of Interpretation B was the daughter of wealthy and well-educated people who did not approve of the Hitler Youth and Maschmann rejected them because she was brainwashed by the Nazis.

Level 1:

Simple answer analyses provenance to identify reasons for difference(s)

1–2

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was by a boy who enjoyed doing things with his friends. Whereas Interpretation B was written by a German girl who does not seem to enjoy the same thing as her friends.

Students either submit no evidence or fail to address the question

0

0 3

Which interpretation gives the more convincing opinion about Nazi youth groups?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A** and **B**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

**Analyse individual interpretations (AO4a)
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

Level 4:

Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding

7–8

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretations A and B both have convincing opinions in a way because as the Nazis became more influential it became harder to openly disagree. Interpretation A shows that the activities were attractive to boys at a time when there was little else. But the HJ experience changed and became more military after Hitler came to power and then as war approached. There were similar activities for girls which like the boys were competitive. Both boys and girls shared the Nazi propaganda which became more intense after 1933 when Hitler became dictator.

Level 3:

Developed evaluation of both interpretations based on contextual knowledge/understanding

5–6

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, Interpretation B is a more convincing opinion about the Hitler Youth which won young people to support the Nazis. In the 1930s Germany suffered from the Depression and Hitler offered simple solutions to the problems of unemployment and poverty. Hitler criticised the Treaty of Versailles for being unfair and did not want Germany to become Communist. All these ideas were impressed on young people in regular HJ meetings and in German schools.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation B is convincing because the Nazis tried to indoctrinate young people at school and in the Hitler Youth. Young people were attracted by the uniform, and being part of something dynamic, with athletic activities and competitions.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation A is more convincing because it was hard during the Depression when so many people were out of work. The activities of the Hitler Youth were exciting.

Students either submit no evidence or fail to address the question **0**

0	4
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Describe two problems faced by the German people during the Great Depression of the early 1930s.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)

Level 2: **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

For example, one problem the Depression caused was widespread unemployment and hunger for the German people. About six million people became unemployed as German businesses went bankrupt. German politicians could not agree on how to deal with it and argued about what to do, and so Brüning had to pass emergency laws.

Another problem faced by the German people was desperation about when it would end. It affected all classes and so businessman and middle-class people became disillusioned with the government and began to show support for the Nazis.

Level 1: **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, during the Depression lots of Germans lost their jobs and became unemployed, there was no work for them.

Students either submit no evidence or fail to address the question **0**

0	5
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In what ways were the lives of the German people affected by the culture of Weimar Germany?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, Weimar affected the German people because it released their creative powers and innovation to produce a radical, experimental ‘Golden Age’ which contrasted with pre-war Germany controlled by the Kaiser. Not all Germans welcomed these cultural changes. They wanted art, music, theatre, and film, and literature to celebrate the older traditional values of Germany. They thought the new nightclubs, shows and paintings showed that Germany was in a moral decline.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Weimar period allowed many Germans to go to clubs for entertainment and it was a boost to nightlife as the cities hosted new plays, operas, and theatre such as Kurt Weill’s, ‘The Threepenny Opera.’ This was a vulgar and critical play which would have been banned when the Kaiser ruled

Germany. In the Berlin nightclubs live music was played which was American jazz and had exotic dancers.

For example, during the Weimar period Germans enjoyed the cinema. There was a new freedom and excitement of seeing films like Metropolis by Fritz Lang or Nosferatu which was the first vampire horror film. Actresses like Marlene Dietrich was a glamorous and powerful role model for women. But many Germans were also disgusted by Weimar culture which they thought was corrupt and sex obsessed.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, during the Weimar period it was a golden age for the German film industry. Cinema became very popular a famous film called Metropolis directed by Fritz Lang was very modern and advanced and attracted large audiences. Cinema also made actresses like Marlene Dietrich popular.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, after the First World War it was an exciting time for Germans as they could visit the theatre and the nightclubs started.

Students either submit no evidence or fail to address the question **0**

0	6
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Which of the following had the greater impact on Germany in the years 1919 to 1923:

- political unrest
- economic problems?

Explain your answer with reference to **both** bullet points.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both reasons were important and worked together. Weimar had economic problems which then led to political challenges. The economic problems caused poverty which short-lived Weimar governments could not deal with effectively. Few people had faith in the new Weimar Constitution. Many political parties on the Right and Left saw the situation as an opportunity and tried to seize control. They wanted different things, for example, the Kapp Putsch in 1920 wanted to restore the Kaiser. The Spartacists who wanted to copy the Bolshevik regime in Russia, tried to take over Germany in January 1919. Hitler also tried a takeover in Munich in 1923. No political group was strong enough to win through but it had an impact on Germany making it difficult to govern and keep the peace.

Level 3:	Developed explanation of both bullets Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question	7–9
	<p>Extends Level 2.</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, economic problems had the greater impact because they affected everyone in Germany and the revolts and putsches were only in certain places. After the war the country still had enormous debts from paying for weapons, and the Reparations bill of £6.6 billion. When the government failed to pay in January 1923, the French and Belgians invaded the Ruhr. This led to hyperinflation and people’s savings became worthless. The government printed money which made things worse. Businesses went bankrupt. This led to rebellions.</p>	
Level 2:	Simple explanation of bullet(s) Answer demonstrates specific knowledge and understanding that is relevant to the question	4–6
	<p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example, Germany had economic problems. They had failed to pay Reparations and as a result the French invaded the Ruhr and this led to hyperinflation. The money was worth nothing.</p>	
Level 1:	Basic explanation of bullet(s) Answer demonstrates basic knowledge and understanding that is relevant to the question	1–3
	<p>Students recognise and provide a basic explanation of one/both bullet points.</p> <p>For example, the political challenges were when the Spartacists threatened to overturn the government of Berlin in 1919.</p>	
	Students either submit no evidence or fail to address the question	0